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ANY MARYLAND COMMUNITY COLLEGE WHICH MEETS CRITERIA ESTABLISHED BY THE STATE DEPARTMENT OF EDUCATION MAY RECEIVE DEPARTMENTAL ACCREDITATION--(1) IT MUST PUBLISH A CLEARLY DEFINED AND EDUCATIONALLY SOUND STATEMENT OF PURPOSE, OF THE STUDENTS IT SERVES, AND OF ITS PROFESSIONAL RECOGNITION. (2) ITS FACULTY MUST BE COMPETENT, WITH ACADEMIC PREPARATION AT THE MASTER'S DEGREE LEVEL, EXCEPT FOR CERTAIN TECHNICAL AND TERMINAL FIELDS. (3) CONSISTENT WITH ITS STATED PURPOSES, IT MUST PROVIDE ADEQUATE INSTRUCTION, AT LEAST ONE WELL INTEGRATED CURRICULUM, PLANT AND FACILITIES, LIBRARY AND ALLIED SERVICES, AND LABORATORIES AND SHOPS. (4) GRADUATION REQUIREMENTS MUST INCLUDE 60-70 UNITS AND A "C" AVERAGE. (5) ADMISSION MUST BE OPEN TO GRADUATES OF ACCREDITED HIGH SCHOOLS AND MAY BE OPEN TO OTHERS. (6) STUDENT PERSONNEL SERVICES, FINANCES, ADMINISTRATION, AND LEADERSHIP MUST BE IN HARMONY WITH INSTITUTIONAL PURPOSES. (7) THE CATALOG AND ANNOUNCEMENTS MUST MEET PRESCRIBED STANDARDS OF CONTENT AND INFORMATION. THIS DOCUMENT IS VOLUME 37, NUMBER 14 OF "MARYLAND SCHOOL BULLETIN," JUNE 1961. (WO)

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CLEARINGHOUSE FOR
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INFORMATION

Maryland State Department of Education
Baltimore 1

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FOREWORD

This bulletin is reprinted as of September, 1964. The set of standards contained herein was officially approved by the Maryland State Board of Education at its regular meeting on February 22, 1961. These standards have been designed to implement provisions of the following sections of laws relating to the establishment and operation of two-year colleges, both public and nonpublic.

Section 24 of Article 77 of the Annotated Code of Maryland, 1957 Edition

24. The State Board of Education shall prescribe, with and on the advice of the State Superintendent of Schools, rules and regulations for grading and standardizing all public schools. They may limit, on the basis of the equipment and number of teachers employed, the years and grades of instruction offered in any public school. They shall prescribe the minimum requirements for issuing all certificates, diplomas, and academic, collegiate, professional [illegible]niversity degrees. No public school shall be officially titled a "high school" withou[illegible] consent and approval of the State Board of Education; nor shall any public or priv[illegible] educational institution issue any certificate, diploma or academic, collegiate, professional or university degree without having first obtained the assent of the State Board of Education and approval of said Board of the conditions of entrance, scholarship, and residence upon which said certificate, diploma or degree is issued.

Section 25 (a), (b) of Article 77 of the Annotated Code of Maryland, 1957 Edition and 1964 Cumulative Supplement

25. (a) After January 1, 1948, every private school or educational institution, however designated, which charges tuition or fees for attendance, and which offers a program of college, professional, preparatory, high school, junior high school, elementary, kindergarten, or nursery school work, or any combination thereof, or which offers a program of trade of technical education, or both, or which gives pre-employment or supplementary training, or both, in the fields of trade or industry, and any and every private school or educational institution charging tuition or fees for attendance, except those operated by bona fide church organizations, must secure a certificate of approval issued by the State Superintendent of Schools, before it may begin or continue to operate or function in this State. Provided, that nothing in this section shall be construed as having application to any school or college that is now operating under a charter granted by the legislature of Maryland.

(b) The State Superintendent of Schools shall issue a certificate of approval to any applicant operating or proposing to operate such a private school or educational institution whose conditions of entrance, scholarship, educational qualifications, standards and facilities are adequate and appropriate for the purposes, program, training and courses to be taught or given therein . . . .

Section 300 (a), (h) of Article 77 of the Annotated Code of Maryland, 1964 Cumulative Supplement to 1957 Edition

300. (a) The board of education of any county and the board of school commissioners of Baltimore City, with the approval of the State Superintendent of Schools, by appropriate resolution, may establish and maintain community colleges. For the purposes of administration over these colleges the board of education shall constitute a board of trustees and governmental corporation vested with the following powers:

(h) To determine entrance requirements and to approve curricula, subject to minimum standards fixed by the State Department of Education. If such minimum standards are not met, no certificate of approval shall be issued by the State Department of Education.

JAMES A. SENSENBAUGH
State Superintendent of Schools

September 1, 1964

MARYLAND STANDARDS FOR COMMUNITY AND JUNIOR COLLEGES

Any community[1] college in the State should feel free to develop itself in any way consistent with sound educational practices. The State Department of Education is concerned primarily with the intellectual and academic integrity of the individual enterprise, its financial and professional ability to carry out the purposes it has set for itself, and the fidelity with which the administration and instructional staff perform their functions.

Definition

The Maryland State Department of Education will consider for accreditation as a community college any local institution, not operated for profit, which offers at least one approved two-year curriculum to which admission is open to those students who have satisfactorily graduated from a high school accredited either by its own state department of education or by a regional accrediting association recognized by the United States Office of Education, or who have received a High School Equivalence Certificate. Exceptions may be made for certain students, e.g., students from foreign countries, whose formal education is judged to be the equivalent of graduation from a State-approved high school.

The community college is organized as a two-year post-high-school institution offering terminal or transfer curricula, or both.

Principles and Standards

Introduction. Before granting accreditation to a community college, the Maryland State Department of Education must be convinced that the institution has clearly defined educational objectives; consistently endeavors to realize those objectives; admits only those students who give evidence of being qualified to benefit by the offerings of the institution; maintains a faculty, a program of instruction, library, laboratory, and other equipment and physical facilities adequate to the satisfactory realization of its stated purposes; graduates only those who meet, both quantitatively and qualitatively, creditable standards of achievement; issues only such announcements as are in keeping with the actual practices of the institution and with sound educational policies; provides such student activities as are suitable to the fulfillment of the stated purposes of the institution; and operates under a competent administrative organization and a sound financial policy.

To be accredited, a community college must meet the following minimum standards:

1. *Purpose.* For the information of educational institutions and of its own prospective students, the institution must publish a clearly defined, educationally sound statement of its reasons for existence, of the type of students to whom it

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[1] Applicable also to junior colleges

offers educational opportunity, and of the agencies from which it receives professional recognition.

2. *Faculty.* The members of the instructional staff must be thoroughly prepared by formal education and by practical experience to teach the specific subjects to which they are assigned. Except for certain specialized technical and terminal courses, some instructors should have the doctor's degree or the equivalent and all others the master's degree or the equivalent from recognized graduate or professional schools. They should teach only in the fields for which their education qualifies them. It will be expected that, except in unusual circumstances, they will have graduate course credits in the fields in which they are to teach.

3. *Instruction.* The institution must offer such instruction as will enable its students to realize the benefits implied in its stated purposes and objectives. The degree to which the institution as a whole lives up to its promises to the public in the quality, scope, and results of its program of instruction will be judged by a number of criteria, prominent among which will be the success of its graduates in the colleges and universities to which they transfer, or in the occupations which they enter.

The size of the classes and the teaching load of the individual instructor must be such as to promote both effective teaching and effective learning. Effective teaching requires that the instructor have ample time for preparation (including both general reading and specialized study), correction of papers, conferences with individual students, participation in nonclassroom responsibilities both at the institution and in the community, and recreation.

The State Department of Education considers the standard teaching load to be about 15 semester hours, with slight variations because of responsibilities of instructors for related college activities. In unusual circumstances the teaching load may reach a maximum of 18 semester hours. It is suggested that two standard class periods of laboratory or shop work be equated to one semester hour. Ordinarily, in this latter case a teacher would not be assigned a load in excess of 20 to 22 standard class periods per week.

Effective learning requires mental self-expression on the part of the individual student. The extent to which the students actively participate in the learning activities of the classroom and laboratory will be considered a measure of effective learning. The State Department of Education will question the effectiveness of learning if the lecture method is used predominantly or if sections, except for lecture purposes, exceed approximately thirty-five students.

4. *Curricula.* The institution must offer at least one well-integrated two-year post-high-school curriculum which meets the stated purpose of the community college. The number and nature of curricula offered should be determined by the size and the educational objectives of the student body and the needs and resources of the community which the college serves.

Transfer curricula should provide courses in English, foreign language, mathematics, science, and social science equivalent to the courses prescribed by the colleges and universities to which students expect to transfer; and, in addition,

a sufficient number of acceptable elective courses in these or other fields to meet the minimum requirements for admission to full junior class standing at these institutions.

Because community college graduates are expected to have a broader general education than do those whose formal education ends with graduation from high school, each terminal curriculum must include not less than 24 semester hours of required "general education" courses. Because students entering the semiprofessions are expected to be proficient in the skills, techniques, and knowledges required for the successful pursuit of their chosen lifework, each semiprofessional curriculum must include not less than 24 semester hours of required courses suitable to the special vocation for which preparation is offered.

5. *Physical plant.* The institution must have a physical plant which enables it to accomplish its stated purposes. The maintenance should be such as to promote the highest standards of learning, health, and personal welfare.

6. *Library.* The institution must provide library facilities adequate to the effective realization of its stated educational objectives. In judging the adequacy of the library facilities, the State Department of Education will consider the extent to which the library is actually used by both students and faculty members; the number, the variety, the up-to-dateness, and the suitability of the books, periodicals, and newspapers; the professional training of the members of the library staff; the effectiveness of the administration of the library; the sufficiency of the space set aside for quiet study and leisure-time reading; the accessibility of materials for reference, collateral study, and general reading; the amount of the annual appropriation for new books; and the method by which new books are selected.

7. *Laboratories and shops.* The institution must provide whatever laboratories and shops are necessary for the adequate realization of its stated educational objectives. Courses which are taught by the individual laboratory method require a considerable amount of laboratory or shop space, equipment, and supplies.

8. *Admissions.* The community college, in addition to admitting those who satisfy its stated entrance requirements, may permit entrance to those graduates of approved secondary schools who give evidence of being able to derive personal benefits from its offerings. Before admitting a student to a transfer curriculum, the college should assure itself and the student that his high school preparation, in addition to the program to be pursued by him at the college, would qualify him for possible admission with advanced standing into the program and the college to which he plans to transfer. Adults and certain other students, not candidates for the associate degree, may be admitted as special students to individual college level courses for which they seem eligible by maturity or unique experience, even though they do not hold secondary school diplomas.

9. *Graduation.* For authorization to grant an associate degree the institution must require the satisfactory completion of no fewer than 60 nor more than 70 semester hours of academic and semiprofessional work; must allow no credit for any course completed with a grade lower than the passing grade of the institution (D or its equivalent); and must require an average of C, at least, for graduation.

10. *Catalogue and announcements.* The catalogue and all other announcements of the institution must so accurately describe the actual offerings of the institution and must be so well written and so carefully edited as to serve as prima facie evidence that the institution is administered by educationally competent and morally responsible persons.

The catalogue must include a full roster of the official board of control; a full roster of the faculty, showing earned degrees and the institutions granting them; a calendar of the academic year; a statement of the origin and the objectives of the institution, the entrance requirements, and the graduation requirements; an itemized statement of expenses and specific information concerning scholarship funds and opportunities for partial self-support; a description of the location of the institution and of its buildings, grounds, and equipment; and a description of each course to be offered during the period for which the catalogue is issued and a clear indication, wherever the situation exists, that a particular course will not be offered during the current year but will be offered in the following year. Material designed primarily for publicity purposes should be published separately.

The State Department of Education must protect the interests of the people of the State of Maryland. The Department will therefore regard any misrepresentation, either real or implied, or any announcement which violates the ethics of the educational profession, as sufficient grounds for refusing accreditation to or withdrawing accreditation from an institution.

11. *Students' personnel services.* The institution should provide an adequate program of guidance and placement services for its students. Also it should provide opportunities for a well-regulated program of such student activities as are essential to the intellectual, esthetic, social, and physical needs of its students.

12. *Administration.* The institution must give evidence of being administered by educationally competent and morally responsible persons who are alert and responsive to the needs of the students, the faculty members, and the community.

The effectiveness of the administration will be judged in part by the efficiency with which the educational program is carried on and the consistency with which the announced policies of the institution are implemented.

Consideration will be given to the provision made for salaries, retirement allowances, security of tenure, and other conditions of employment of faculty and staff.

The functions of trustees, faculty, and staff administrative offices should be clearly and formally defined. Once defined, the duties of any individual member of the administration should not be subject to arbitrary or sudden change or interference by the trustees, faculty, or other members of the administration.

13. *Finances.* The institution must have resources from student fees or from fees and other income adequate for the effective accomplishment of its announced purposes. These resources must enable the institution to employ and

retain with some degree of permanence thoroughly competent faculty and staff, even though the enrollment of the institution is occasionally smaller than usual. And the income must be so expended as to provide adequately for instruction, administration, maintenance, equipment and supplies, library, and student activities. The expenditures for recruitment of students must not be disproportionately large.

The business management of the institution should be under the care of a responsible financial officer charged with the preparation and supervision of the budget in accordance with sound financial and educational practice. The annual statement should be audited by a properly qualified outside agency, which should give a clear and accurate picture of the financial status of the institution.

14. *Educational leadership.* In evaluating any community college program the State Department of Education will seek evidences of creative educational leadership in organization, administration, curriculum, and instruction.

15. *General impression.* The atmosphere pervading an institution is indicative of its educational effectiveness. In judging the soundness of the program and the life at each community college, the State Department of Education will pay particular attention to the general impression of seriousness of purpose, educational interest, intellectual alertness, and personal integrity of the students, the faculty members, the administration, and the governing board.